

Connecting Deming's 14 points to Education

<p>Deming's 14 points</p> <p>The 14 points are a basis for transformation of [American] industry. Adoption and action on the 14 points are a signal that management intends to stay in business and aim to protect investors and jobs. Such a system formed the basis for lessons for top management in Japan in 1950 and in subsequent years.</p> <p><i>The 14 points apply anywhere, to small organizations as well as to large ones, to the service industry as well as to manufacturing. They apply to a division within a company.</i></p>	<p>Application to American Education</p> <p>The world has changed and public education in the United States has not. The challenge of today and into the future is to clarify the mission of US public education: design systems, structures and allocate resources to meet the new direction.</p> <p><i>Iowa born William Deming's ideas transformed industry and the world. We suggested that his ideas are a starting point for discussion and action for educational reform. We believe that these discussions have merit for moving education in the United States forward, but that this conversation is the beginning of the beginning and not the beginning of "standard operating procedure" (SOP).</i></p>
<p>1 Create constancy of purpose toward improvement of product and service, with the aim to become competitive and to stay in business, and to provide jobs.</p>	<ul style="list-style-type: none"> • The mission of US education needs to have a laser focus. This focus needs to include teaching and practicums in democracy. The strength of our nation is grounded on the equality of each person and the opportunity to "life, liberty and the pursuit of happiness." For our country to go forward this needs to be of the highest priority in schools of the future. • Simultaneously, students need to be nurtured and provided experiences and opportunities so as to meet and exceed their potential. Educators today have embraced statements of commitment that center on "all children can learn". That is absurd, of course all children can learn. Educational systems need to meet the needs of all learners. <p><i>The instructional staff at Van Meter Secondary school believe that:</i></p> <ul style="list-style-type: none"> • <i>We need to find children's passions, help them to discover their skills and abilities, and then coach them (and their parents) in those directions.</i> • <i>The purpose of an educational system is to teach kids to THINK, LEAD, AND SERVE.</i> <p><i>This statement is revisited at the beginning of each school year for a "go" / "no go" by the secondary staff.</i></p>

2	<p>Adopt the new philosophy. We are in a new economic age. Western management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.</p>	<ul style="list-style-type: none"> • US Education systems are stuck in the 19th century factory / collective bargaining model for the delivery of services. This thinking served the country well when the focus was on teaching to the “middle”. The thought being the “smart kids” will get it and the other end will never get it, so focus on the middle group of kids. • Understanding that the current mission of education is to educate every child to their potential; the workforce now needs to be retrained. New skill need to be identified and required. This is problematic. (Digital Immigrants and Digital Natives) • The average age of the teacher in Iowa 06-07 is 42.1 with 73.7% female. • Iowa Profession Development Model is a good faith effort to create a model for retraining; however there is a shortage of qualified trainers, leadership and staff “buy in”. • SAI is doing a good job through the Wallace grant to build leadership capacity in administrators. But it is taking time. Many administrators were trained as managers and not educational leaders. (Focus on B squared☺). Working with Dr. Elmore is moving the idea of a new philosophy forward. <p><i>The need for change has been embraced by the Secondary staff. Consensus has been built with activities including but limited to: Staff reading of <u>Who Moved My Cheese</u>, <u>Good to Great</u>, <u>The World is Flat</u>, weekly / monthly professional dialogues, and self diagnostics (Managing Complex Change). We are committed to doing the work ourselves (2nd order change)</i></p>
3	<p>Cease dependence on inspection to achieve quality. Eliminate the need for inspection on a mass basis by building quality into the product in the first place.</p>	<ul style="list-style-type: none"> • The general public has lost faith and confidence in the public schools. In this vacuum citizens have called for equity and accountability. This translates in to test scores (inspection on a mass basis). <p><i>At Van Meter Secondary we struggle with this. Test scores and student academic achievement is the driving force. There is not a state wide consensus as to what the mission of education is in Iowa. Van Meter priority is the whole child, not just test scores. This is reflected in our mission statement. (See #1 VM response)</i></p>

4	End the practice of awarding business on the basis of price tag. Instead, minimize total cost. Move towards a single supplier for any one item, on a long-term relationship of loyalty and trust.	Iowa Core curriculum
5	Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.	Education systems now and into the future need see each child independently and be flexible to the point so as to differentiate instruction. (GPS teaching ☺)
6	Institute training on the job.	Iowa Professional Development Model, Mentor Program, disconnect between Teacher prep programs (Colleges and Universities) and K-12
7	Institute leadership. The aim of supervision should be to help people and machines and gadgets to do a better job. Supervision of management is in need of an overhaul, as well as supervision of production workers.	Build Leadership Capacity
8	Drive out fear, so that everyone may work effectively for the company	Lots of FEAR in Iowa education today
9	Break down barriers between departments. People in research, design, sales, and production must work as a team, to foresee problems of production and in use that may be encountered with the product or service.	Teacher teach in their boxes, in isolation
10	Eliminate slogans, exhortations, and targets for the workforce asking for zero defects and new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.	The “adversarial atmosphere” does exist in Iowa education. TEAM: They expect always more ☹
11	a. Eliminate work standards (quotas) on the factory floor. Substitute leadership. b. Eliminate management by objective. Eliminate management by numbers, numerical goals. Substitute leadership.	

12	<p>Remove barriers that rob the hourly paid worker of his right to pride in workmanship. The responsibility of supervisors must be changed from sheer numbers of quality.</p> <p>b. Remove barriers that rob people in management and engineering of their right to pride in workmanship. This means the abolishment of the annual or merit rating and management by objective.</p>	<p>Salary schedule</p> <p>Is this a step education can skip over?</p>
13	Institute a vigorous program of education and self-improvement.	Iowa Professional Development Model
14	Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job.	Communication and consensus: Teachers, support staff, parents, patrons